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ABSTRACT

Prepared for an audience unfamiliar with Miami-Dade Community College (MDCC), as well as for college personnel, this factbook provides a historical overview of the college, information on success and impact, perceptions of MDCC at state and national levels, and information on college resources. The factbook provides: (1) a list of MDCC's values and goals and a brief profile; (2) lists of the district board of trustees, chief administrative officers, and foundation board members; (3) demographics for fall credit student headcounts and degree and certificate awards since 1960; (4) statistics on enrollment; credit students' reasons for enrolling; credit load; student origins, ethnic distribution, native languages, gender and age; and disabled students; (5) discussions of the need for college preparatory coursework, entering students' basic skills status and performance by subject area, student placement test scores, and preparatory course enrollments and completions; (6) a history of MDCC; (7) measures of success, including a discussion of preparing underprepared students, success of college preparatory completers and adequately prepared students, entry-level skills of associate degree recipients, follow-up of associate degree students, state licensure examination pass rates, College-Level Academic Skills Test (CLAST) pass rates; (8) a discussion of MDCC as an economic contributor in Dade county, a source of further education, and a feeder to other higher education systems; (9) a discussion of the national, community, and student perceptions of MDCC; and (10) a description of institutional resources. including facilities, staff and faculty, and finances. (MAB)

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Miami-Dade
COMMUNITY COLLEGE

FACT BOOK

1993-1994

ED 362 252

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Miami-Dade
COMMUNITY COLLEGE

Excellence resides where there is commitment and support . . . Probably no other community college in the world faces the student diversity that Miami-Dade does . . . Yet, this college has made an overwhelming difference, demonstrating that access and excellence can be achieved.

Access & Excellence: The Open Door College, 1987

John E. Roueche and George A. Baker III

ACCESS EXCELLENCE

1993-1994

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Introduction and Acknowledgments

Institutional Research is proud to present the fifth edition of the Miami-Dade Community College Fact Book. If you are familiar with prior editions, you will notice major changes in both the style and content of the 1993 edition.

The Fact Book has been refocused to meet the needs of a wider audience that is relatively unfamiliar with the College and desires global information about it. A second audience consists of College personnel who need a perspective beyond the departmental or campus level and perhaps require information for writing grants or making presentations. In this edition, we have tried to provide answers to the questions that we are asked most frequently by people outside the College as well as by those within it. The restructured content covers a historical overview of the institution, information on success and impact, perceptions of the College at the local and national levels, and information on the institution's resources - the place, the people, and the money.

We thank the district office of Public Relations and the Publications Department for the new "look" of this edition of the Fact Book. In particular, we thank Lee Kline for the graphics, layout, and the overall design of the new edition.

Steve Folsom of the Institutional Research office also deserves special recognition. He coordinated the effort between the two offices, gathered much of the information, and proofed the final pages. Cathy Morris, our Dean of Institutional Research, was the originator of the last two Fact Books and provided the encouragement to produce this redesigned version. Winston Richter, Vice President for Planning and Research, is acknowledged for his contributions to the budgetary section.

Please let us hear your reactions. If you need copies of any part of the Fact Book when making presentations, let us know. Much of the information is available in the form of overhead transparencies. The main number of our office is (305) 237-7445.

Happy reading,

Marcia J. Belcher
Associate Dean
Institutional Research

A Message from the District President

For more than 30 years, Miami-Dade Community College has been deeply committed to serve all the people of our community. Miami is a growing international city with a unique and rich mix of cultures, and it requires a unique educational system. The student population of the College now mirrors the ethnic make-up of Dade County: 57 percent of the students are Hispanic and 21 percent are Black. Miami-Dade's mission has been to provide access to this very diverse population while at the same time maintaining high academic standards and a goal of excellence for all.

Educational requirements for success in the information age continue to escalate. Thus educational institutions must set higher expectations for students at all levels, while making every effort to help as many students as possible to succeed. Our society needs a broad base of well-educated individuals to match the changing work requirements of a competitive global economy.

Institutions of higher education should be seen as instruments in service of the people, and excellence in education should be defined in terms that contribute to the improvement of society. We must establish policies which permit access for all who are motivated to learn, and hold firmly to the standards of what constitutes sufficient learning and performance at each level. The College is currently implementing recommendations of the six-year Teaching/Learning Project, which was established in order to make teaching and learning the centerpiece of College decision-making and our first priority.

What should be the new role of the American community college? It must maintain its essential commitment to the open door, while at the same time emphasizing academic excellence. It must work closely with the community in developing programs and opportunities for all citizens. The goal should be to graduate students who have mastered the process of learning and the successful application of information skills. Such graduates will be well prepared to prosper individually and to contribute to the future growth of our society.

Robert H. McCabe

College Values and Goals

Values

The following shared values concerning teaching and learning at Miami-Dade Community College express those beliefs which guide the institution in the development of its mission, goals, philosophy and operational procedures:

I. Miami-Dade Community College values learning.

II. Miami-Dade Community College values change to meet educational needs and to improve learning.

III. Miami-Dade Community College values access while maintaining quality.

IV. Miami-Dade Community College values diversity in order to broaden understanding and learning.

V. Miami-Dade Community College values individuals.

VI. Miami-Dade Community College values a systematic approach to decision-making.

VII. Miami-Dade Community College values its partnership with the community.

College Values and Goals

Goals

The goals of Miami-Dade Community College reflect the College's mission as a large, multi-campus community college. Although these are the goals of the entire College, they may be stated as more specific objectives for individual campuses or areas within the College.

A. To provide learning opportunities for students in college parallel, occupational, allied health, and continuing education programs.

B. To accept the students as they are, and to provide them with opportunities to take the next step according to their choices and ability.

C. To provide sufficient diversity of programs and ease of lateral movement so that the maximum number of students will find appropriate programs, without unduly extending the time necessary for successful completion of a course of study.

D. To make available a variety of instructional modes and organizational patterns to provide the student with the most effective learning arrangements.

E. To actively recruit students from all segments of the community and to minimize barriers to admission.

F. To help students learn to communicate effectively, develop cultural and aesthetic appreciation, and participate actively and responsibly in community affairs.

G. To provide students with an opportunity to achieve proficiency in at least one pursuit.

H. To provide an atmosphere conducive to learning and to ensure freedom of inquiry.

I. To place students in programs consistent with their interests and abilities and to assist them to complete their objectives.

J. To provide appropriate College resources to assist the community in identifying, analyzing, and solving problems.

K. To sponsor cultural and athletic events as a contribution to the enrichment of the community.

L. To provide these opportunities to each member of the community regardless of sex, race, religion, age, marital status, national origin, disability or financial resources.

College Profile

President: Robert H. McCabe

Location: Dade County, Florida

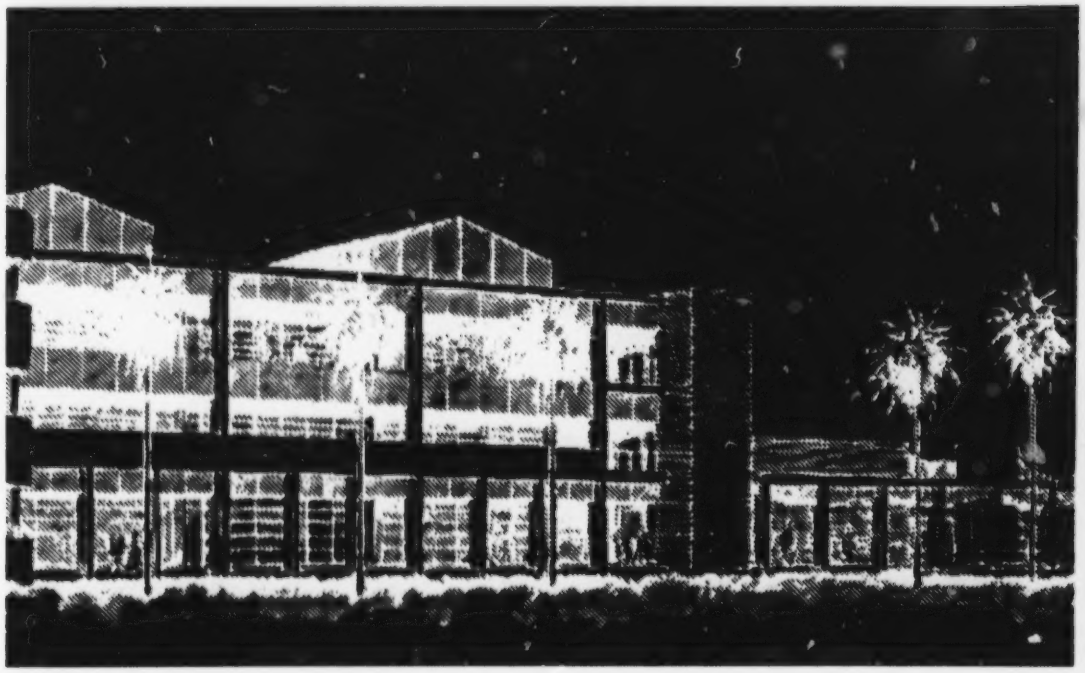
Founded: 1960

Programs/Courses: Approximately 145 Associate in Arts, Associate in Science, and certificate programs are offered at five major campuses and at numerous off-campus centers throughout Dade County. More than 5,300 Continuing Education (non-credit) classes are taught each year.

Fall Enrollment: Approximately 53,700 credit students and 9,300 non-credit students.

Annual Operating Budget: Over $150 million.

Ground was broken for Phase Two of the Homestead Campus in the spring of 1993.



District Administration and Governing Boards

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Maria Elena Prio
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Rev. Walter T. Richardson
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for Planning and Research

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for Institutional Advancement

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North Campus

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Campus President,
Wolfson Campus

Roy G. Phillips
Campus President,
Homestead Campus

Tessa Martinez Pollack
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President, Venture W. Corporation and member, Miami-Dade Community College District Board of Trustees

Mitchell Wolfson, Jr.
President, The Wolfson Initiative Corporation

How We Have Grown

Enrollments

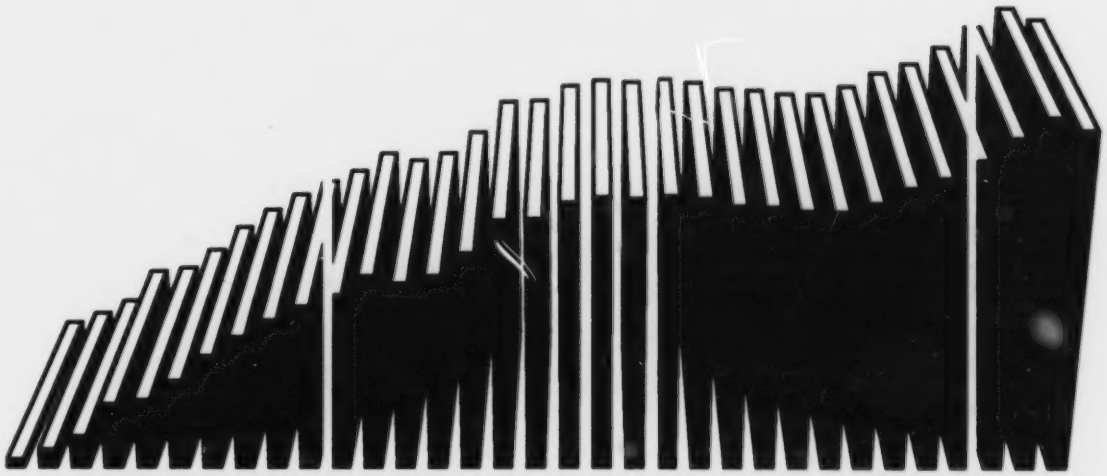
Miami-Dade's enrollment pattern has been mainly one of steady growth. The most recent exception to this pattern occurred last year when Hurricane Andrew caused Fall 1992 enrollment to drop by 3% compared to 1991. Still, the College has grown by 27% in the past ten years alone.

The College's Fall 1992 enrollment of 53,683 credit students makes it by far the largest community college in the Florida system, which has 28 community colleges. About 1 in 5 Florida community college students attends Miami-Dade.

Miami-Dade's size also dwarfs the enrollment of the entire Florida State University System, consisting of nine universities. In Fall 1991, the lower division (freshman and sophomore) enrollment of the entire system was 45,018 — about 10,000 fewer students than were enrolled at Miami-Dade during the same term.

How We Have Grown

Fall Credit Student Headcount Over The Years



The '60s | The '70s | The '80s | The '90s

Fall Term	Students	Fall Term	Students
1960	1,397	1977	42,777
1961	3,050	1978	43,624
1962	5,311	1979	43,316
1963	10,650	1980	43,822
1964	11,260	1981	42,295
1965	14,513	1982	42,226
1966	18,531	1983	41,980
1967	21,661	1984	41,427
1968	24,321	1985	41,269
1969	26,616	1986	42,635
1970	28,409	1987	44,899
1971	31,443	1988	46,432
1972	30,282	1989	49,145
1973	31,439	1990	52,461
1974	35,002	1991	55,539
1975	40,099	1992	53,683
1976	40,296		

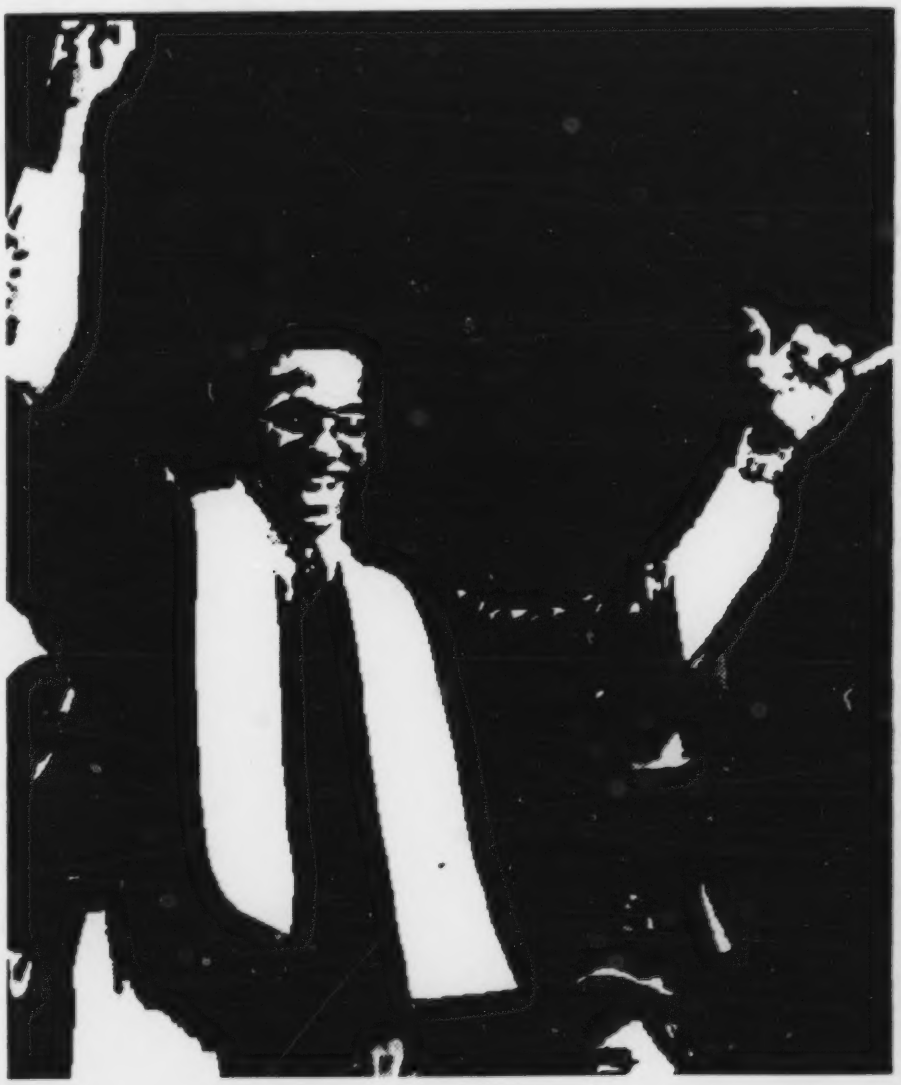
Headcounts are estimated for Fall Terms prior to 1965.
Source: IRS40 and Research Report 75-06R.

How We Have Grown

Graduates

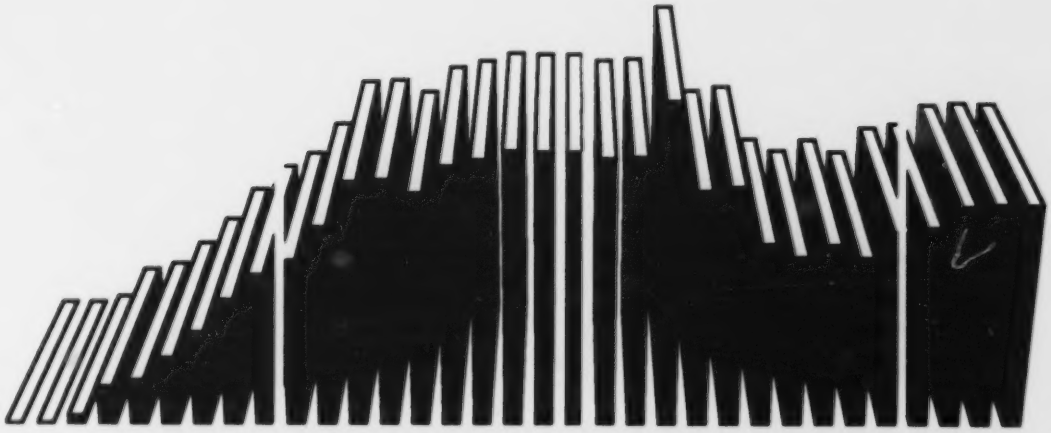
Almost 140,000 degrees and certificates have been awarded in Miami-Dade's 32-year history. Currently, the College grants over 5,000 degrees and certificates each year. Over three-fourths are Associate in Arts (A.A.) degrees, and most of the remainder are Associate in Science (A.S.) degrees. Very few are certificates. Current graduates average over 80 credits earned and complete more than nine terms by the time they graduate (see Research Report 92-10R).

The number of degrees awarded fell during the mid-1980s when the state of Florida imposed an additional graduation requirement for A.A. degree-seekers — passing the College-Level Academic Skills Test (CLAST). The first set of cutscores that graduates had to meet became effective in the Fall of 1984. Cutscores rose again in 1986, 1989, 1991, and 1992. The current rise in graduation numbers reflect both the increased enrollment and increased numbers passing the test over time. The unusual number of graduates for 1981-82 was due to a concerted effort by the College that year to award degrees to students who had completed all requirements but had not applied for graduation.



How We Have Grown

Degrees and Certificates Awarded Over The Years



The '60s | The '70s | The '80s | The '90s

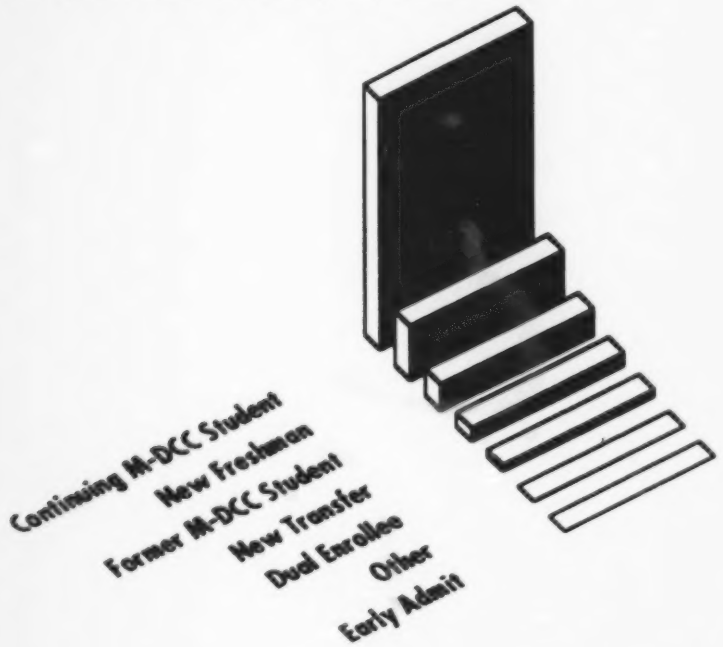
Year	Awards	Year	Awards
1960-61	1	1976-77	6,297
1961-62	4	1977-78	6,270
1962-63	166	1978-79	6,276
1963-64	864	1979-80	6,133
1964-65	1,027	1980-81	6,173
1965-66	1,562	1981-82	7,395
1966-67	2,172	1982-83	5,416
1967-68	2,925	1983-84	5,511
1968-69	3,518	1984-85	4,237
1969-70	3,849	1985-86	3,937
1970-71	4,593	1986-87	4,212
1971-72	5,613	1987-88	3,919
1972-73	5,659	1988-89	4,517
1973-74	5,371	1989-90	4,613
1974-75	5,966	1990-91	5,090
1975-76	6,115	1991-92	5,148
		1992-93	5,138
		Total	139,687

Beginning with the Spring Term of 1982-83, graduation figures are reported on the basis of a State Report Year which begins with the Spring Term and ends with the following Winter Term.
Source: Research Report 92-10R.

The Student Body: Diversity in Higher Education

Components of Enrollment
Fall 1992 Credit Students

In Fall 1992, Miami-Dade enrolled 53,683 credit students. Most (72%) are continuing students, though over 8,000 (or 16%) are enrolling in college for the first time. The vast majority come to Miami-Dade to earn a degree. Of the 90% who want a degree, 63% want to earn an A.A. and 26% want to earn an A.S. degree. Most credit students (64%) attend on a part-time basis.



Enrollment Status	Number	Percent
Continuing Miami-Dade Student	38,151	71.0
New Freshman	8,359	15.6
Former Miami-Dade Student	4,117	7.7
New Transfer Student	2,022	3.7
Dual Enrollee	1,002	1.9
Other	27	0.1
Early Admit	5	--
Total	53,683	100.0

Source: IRS40.

Credit Students' Reasons for Enrolling
Fall 1992

Reason	Number	Percent
Earn A.A. Degree	34,061	63.4
Earn A.S. Degree	14,023	26.1
Limited Number of Courses For Transfer	2,227	4.1
Upgrade Professional Skills	2,086	3.9
Personal Interest	1,173	2.2
Earn Planned Certificate	113	0.2
Total	53,683	100.0

Percentage totals may not add due to rounding.
Source: IRS40.

The great thing in this world is not so much where we are but in what direction we are moving.

Oliver Wendell Holmes

Credit Load
Fall 1992 Enrollment

Semester Credits	Number	Percent
1-5	9,910	18.5
6-8	13,506	25.2
9-11	10,695	19.9
12-14	15,642	29.1
15+	3,930	7.3
Total	53,683	100.0

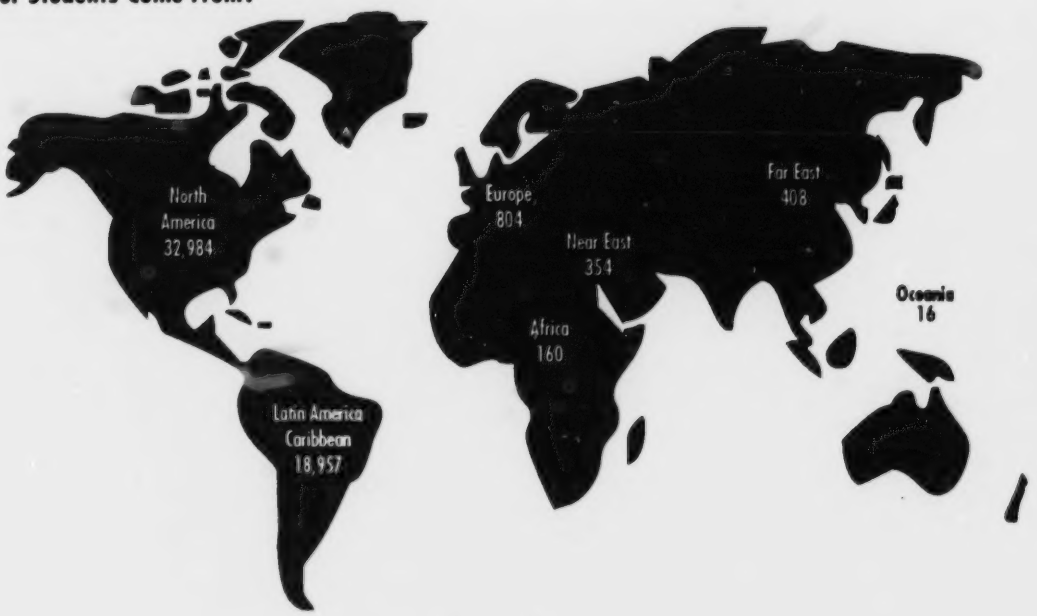
Source: IRS40.

The Student Body: Diversity in Higher Education

Where in the World Do Our Students Come From?

North America	(32,984)
United States Citizens[1]	32,828
Immigrants, Refugees, Asylees, and Parolees	143
Canada	143
Foreign Students	13
Canada	13

[1]99% are Florida residents.



Latin America Caribbean	(18,957)
Immigrants, Refugees, Asylees, and Parolees	17,700
Cuba	5,497
Nicaragua	2,472
Haiti	2,278
Colombia	1,446
Jamaica	1,380
Other	4,627
Foreign Students	1,257
Peru	187
Venezuela	176
Jamaica	123
Colombia	121
Bahamas	111
Other	539

Europe	(804)
Immigrants, Refugees, Asylees, and Parolees	659
Spain	187
CIS[2]	139
UK	136
France	28
Germany	27
Other	142
Foreign Students	145
Spain	38
Iceland	2
France	19
UK	16
Netherlands	14
Other	56

[2]Commonwealth of Independent States, formerly USSR.

Africa	(160)
Immigrants, Refugees, Asylees, and Parolees	127
Nigeria	57
Ethiopia	14
South Africa	7
Egypt	6
Morocco	6
Other	37
Foreign Students	33
Zaire	6
Nigeria	6
Ethiopia	5
Other	16

Near East	(354)
Immigrants, Refugees, Asylees, and Parolees	241
Pakistan	96
Iran	61
Israel	30
Lebanon	23
Syria	10
Other	21
Foreign Students	113
Israel	26
Pakistan	25
Lebanon	12
Kuwait	10
Other	40

Far East	(408)
Immigrants, Refugees, Asylees, and Parolees	305
Philippines	72
India	66
China	44
Vietnam	40
Hong Kong	24
Other	59
Foreign Students	103
Japan	23
China	22
Hong Kong	14
Thailand	12
Other	32

Oceania	(16)
Immigrants, Refugees, Asylees, and Parolees	15
Australia	10
New Zealand	4
Other	1
Foreign Students	1

Source: IRS40.

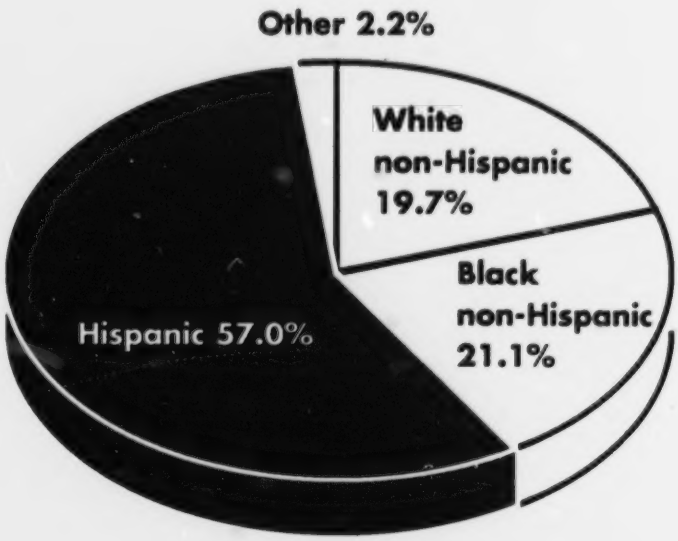
The Student Body: Diversity in Higher Education

Though unified in the purpose of seeking a degree, the student body is very diverse in most other ways. Miami-Dade students come from all over the world. Only 61% are U.S. citizens, and many of these have been born elsewhere and become naturalized citizens. Latin America and the Caribbean alone provide almost 19,000 students.

Ethnic Distribution
Fall 1992 Credit Students

Category	Number
Hispanic	30,606
Black non-Hispanic	11,333
White non-Hispanic	10,559
Other	1,185
Total	53,683

Source: IRS40.



A majority (57%) of students at Miami-Dade report that their background is Hispanic. Black and White non-Hispanics currently each comprise about 20% of the student body. Over the past five years, minority enrollment has increased. The percentage of students who are Hispanic has moved from 54% to 57%, while Black non-Hispanic enrollment has increased from 16% to 21%. White non-Hispanic enrollment has dropped from 28% to 20% of the College total in the same five-year period.

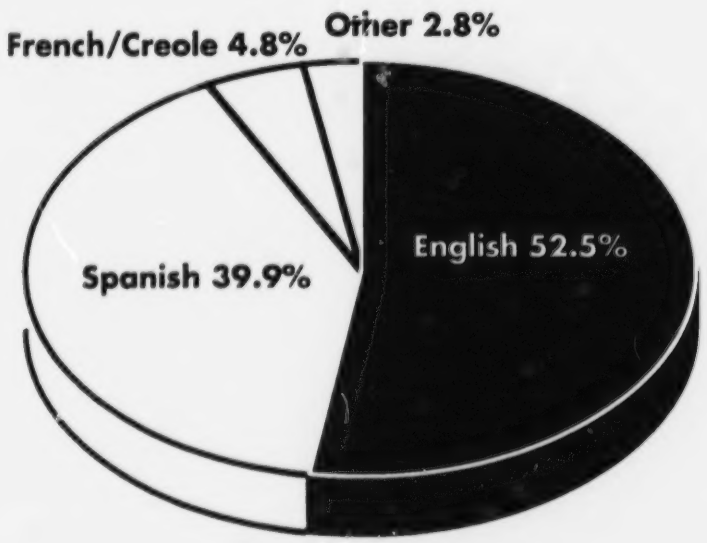
The Student Body: Diversity in Higher Education

Another indicator of the multi-cultural character of the College is in the native languages that students report. Only slightly more than half (52.5%) report English as their native language. Almost 40% report Spanish as their native language. Overall, students report more than 90 native languages.

Native Languages
Fall 1992 Credit Students

Language	Number
English	28,164
Spanish	21,445
French/Creole	2,574
Other	1,500
Total	53,683

Source: IRS40.

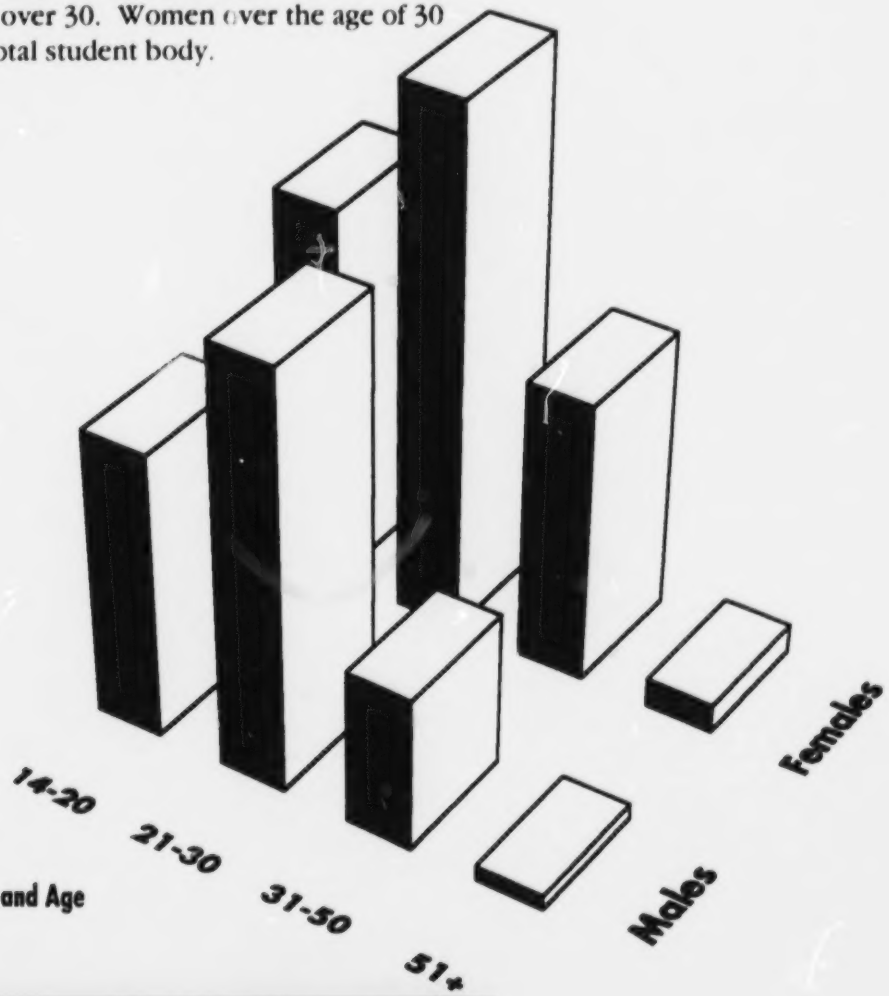


Remember that all of us
are descended from immigrants.

Franklin Delano Roosevelt

The Student Body: Diversity in Higher Education

Women outnumber men (58% vs. 42%), a trend that is also seen nationally. Many students are older. The average age is 26, and 23% are over 30. Women over the age of 30 comprise 15% of the total student body.



Credit Students by Gender and Age
Fall 1992

	Age				
Gender	14-20	21-30	31-50	51+	Total
Female	9,754	13,411	7,247	724	31,136
Male	7,395	10,814	3,973	365	22,547
Total	17,149	24,225	11,220	1,089	53,683

Source: IRS40.

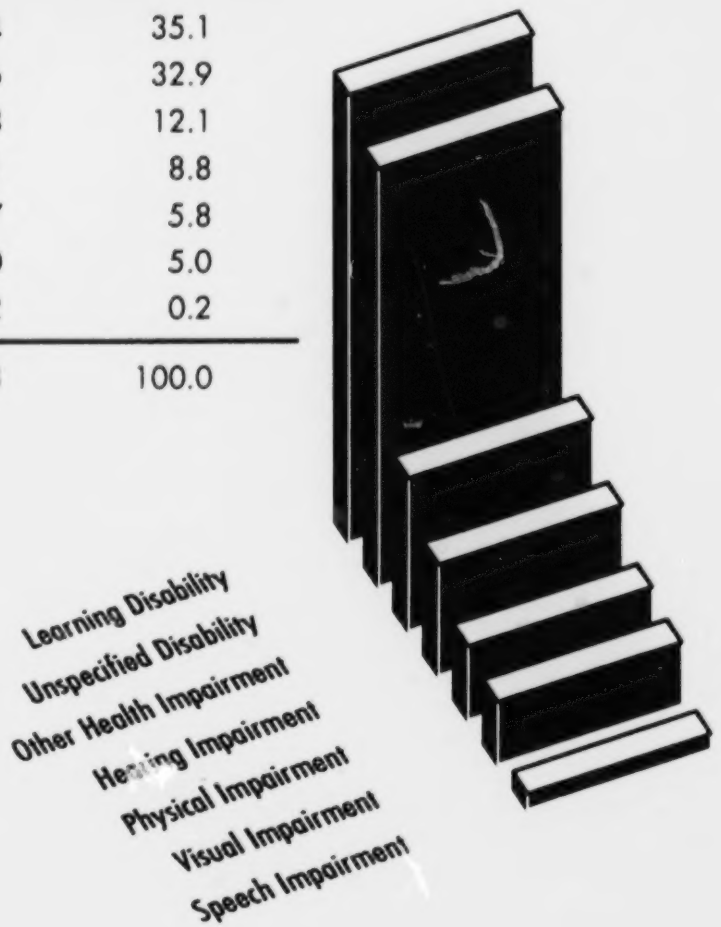
The Student Body: Diversity in Higher Education

Disabled Students
Fall 1992

Although considered a small group as a percentage of the total College enrollment, over 800 students attending Miami-Dade have identified themselves as disabled. Almost 300 of this group are identified as "learning disabled".

Type	Number	Percent
Learning Disability	284	35.1
Unspecified Disability	266	32.9
Other Health Impairment	98	12.1
Hearing Impairment	71	8.8
Physical Impairment	47	5.8
Visual Impairment	40	5.0
Speech Impairment	2	0.2
Total Disabled	808	100.0

Percentage totals may not add due to rounding.
Source: Student Data Base.

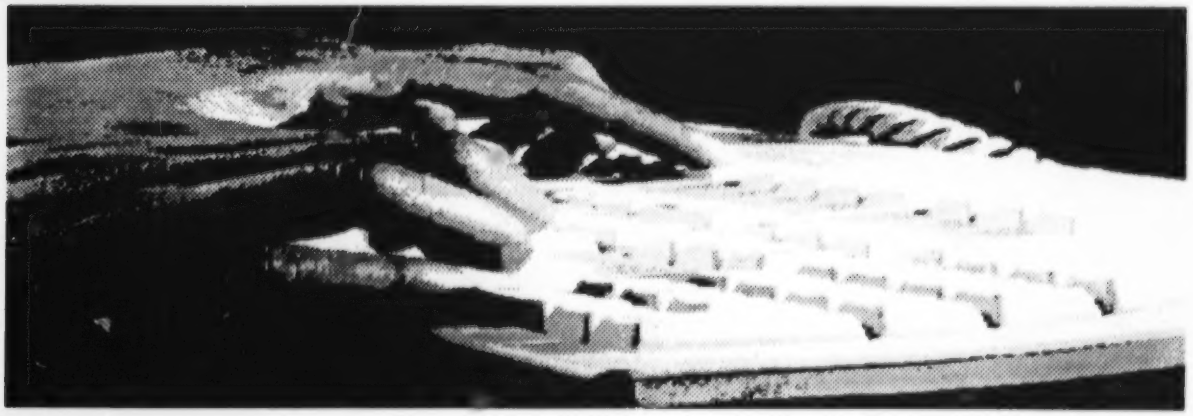


Entering Level of Basic Skills

The Need for College Preparatory Coursework

As an open-door institution, Miami-Dade accepts all students, whatever their entering level of basic skills. All first-time-in-college students, however, must take a test that assesses their entering skill level in three areas: reading, writing, and algebra. Students who do not meet the minimum passing score in a subject area must complete "preparatory" coursework designed to give them the skills needed to succeed in regular college-level work. Students whose native language is not English may take another test and start in English-as-a-Second Language (ESL) coursework if their scores indicate they need help in this area.

In Fall 1992, only 24% of the first-time-in-college students arrived at Miami-Dade with a sufficient level of basic skills to start in regular college classes. A majority (65%) needed college preparatory work in at least one area. A sizeable minority (11%) began taking ESL courses.



Entering Basic Skills Status
Fall 1992 First-Time-In-College Students

Status	Number	Percent
College Preparatory	5,052	65.1
ESL	842	10.8
Regular College Coursework	1,875	24.1
Total	7,769	100.0

Based on CPT, MAPS, SAT, and ACT scores.

Entering Level of Basic Skills

Students taking college preparatory work were most likely to need help in algebra. Only 44% passed this subtest compared to 52% in reading and 58% in writing. Almost half (47%) were underprepared in more than one area and 26% needed help in all three areas (reading, writing & algebra).

Entering Basic Skills Performance by Subject Area
Fall 1992 First-Time-In-College Students

Subtest	Pass	Fail
Reading	52.4%	47.6%
Writing	57.8%	42.2%
Algebra	44.2%	55.8%

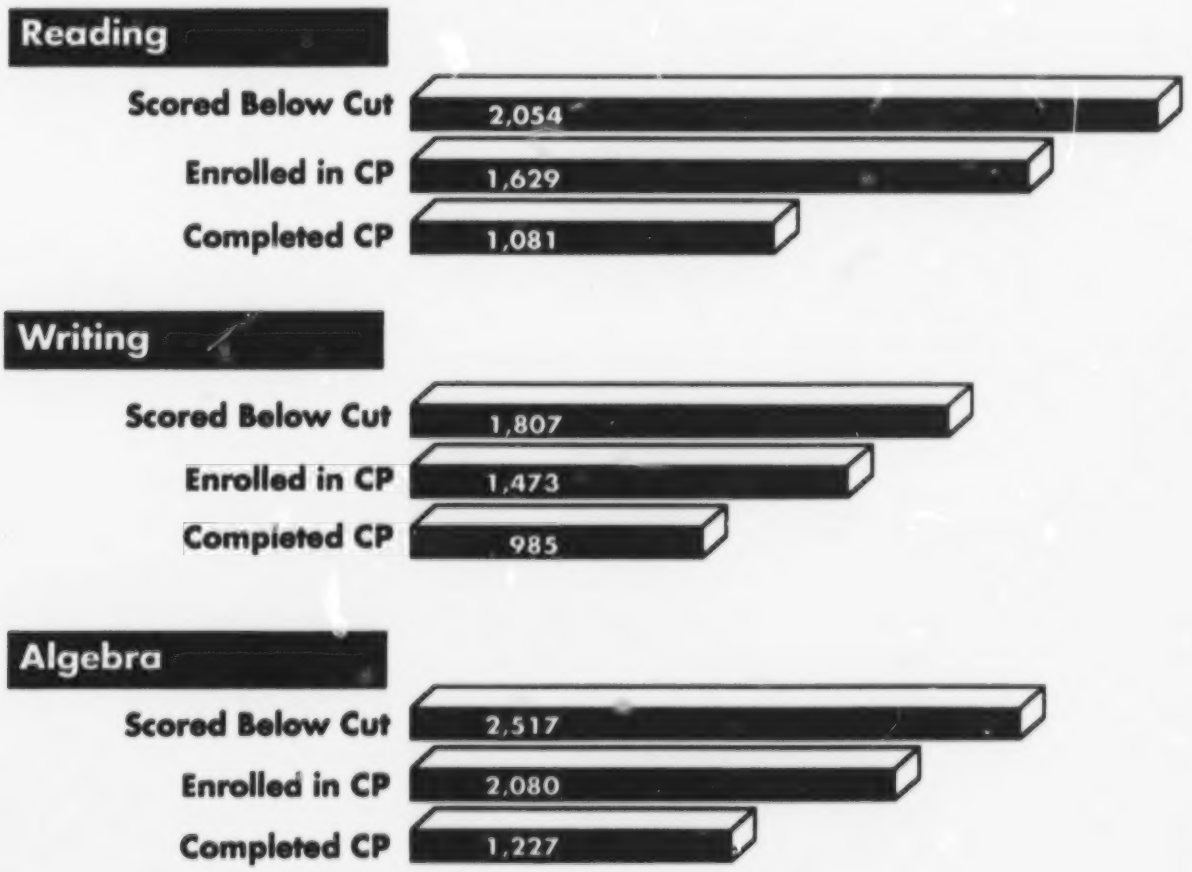
Based on CPT, MAPS, SAT, and ACT scores.

Number of Subtests Passed
Fall 1992 First-Time-In-College Students

Subtests Passed	Number	Percent
None	1,784	25.8
One	1,468	21.2
Two	1,788	25.9
Three	1,875	27.1
Total	6,915	100.0

Enrollment in and Completion of College Preparatory Coursework

Underprepared students face a serious disadvantage because they must start their college careers in preparatory courses that do not count toward their degree requirements. When a 1988 cohort was followed for two years, about 80% of those who tested below the cutscore in a basic skills area enrolled in a college preparatory course. For those who enrolled, a majority successfully completed their work (59% in algebra and 66% in reading and writing). These figures dropped, however, when the entire group who tested below the cutscore was included. In reading and writing, slightly over half of those who tested below had finished their preparatory requirements after two years. In algebra, about 49% had successfully completed their college preparatory requirements after two years.



First-Time-in-College Students Tested: 5,328.
Source: Research Report 92-04R.

Measures of Success

Definition of Success

"Success" is a very elusive concept to try to define operationally. Keeping that caveat in mind, for purposes of this document we have limited the information presented to long-term measures which focus on the missions of serving underprepared students, preparing students for transfer, and meeting workforce needs.

Most (90%) credit students at Miami-Dade say they are seeking a degree. The few remaining say they want to upgrade their job skills or take a few courses prior to transfer. Thus, for this section "success" has been defined in the following ways:

- **Graduating with an Associate degree.**

  These students have met the goal of earning a degree and are ready to transfer to a four-year institution or work.

- **Remaining enrolled with a GPA of 2.0 or better.**

  These students continue to make progress toward earning a degree or meeting other education-related goals.

- **Leaving with a GPA of 2.0 or better.**

  It is assumed that these students have met their educational goals without earning a degree or are in a good position to re-enroll if they choose.

Since examinations are critical in a number of areas, information on the percentage passing the College-Level Academic Skills Test (required for A.A. graduates) and certification test performance (required for job entry for many with A.S. degrees and certificates) is also included. These local measures mirror accountability measures currently being developed at the state level.

Preparing the Underprepared Student

About two-thirds of Miami-Dade students are academically underprepared for college when they first enroll. They face an uphill battle to complete their college preparatory requirements and compete on an equal footing with other college students. If these students succeed in completing their college preparatory requirements, can they also succeed in regular college work? Has Miami-Dade prepared them to tackle the regular college curriculum?

A strong majority of college preparatory completers are successfully pursuing their educational goals, either by graduating, remaining enrolled with a satisfactory GPA, or leaving with a satisfactory GPA. The percentage who are successful is higher for completers of mathematics (76%) than for completers of reading and writing (63%). About one-third are still enrolled in good standing, while 15% to 20% have graduated after four years.

Students who arrive at college academically prepared have a slightly higher success ratio than college preparatory completers (79% compared to 76% for mathematics and 63% for reading and writing). Not surprisingly, a larger percentage of academically prepared students have graduated, in part because of fewer course requirements.

We are hypocrites if we continue to think that the equality of citizenship belongs to all, but not the equality of educational opportunity.

Mortimer Adler

Measures of Success

Success of College Preparatory Completers and Adequately Prepared Students

Status	Completed College Preparatory Work						Tested Above in All Areas of Entering Basic Skills	
	Reading		Writing		Mathematics			
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Graduated	132	15.1	151	15.1	240	21.3	729	40.1
Still enrolled, GPA ≥ 2.0	287	32.8	321	32.2	439	38.9	407	22.4
No longer enrolled, but left in good academic standing (GPA ≥ 2.0)	128	14.7	161	16.1	183	16.2	298	16.4
Success[1]	**547**	**62.6**	**633**	**63.4**	**862**	**76.4**	**1,434**	**78.9**
Still Enrolled, GPA ≤ 2.0	138	15.8	145	14.5	127	11.2	108	5.9
No longer enrolled (GPA ≤ 2.0)	189	21.6	220	22.1	140	12.4	276	15.2
Total	874	100.0	998	100.0	1,129	100.0	1,818	100.0

[1]Graduated, still enrolled with GPA ≥ 2.0, or left in good standing.
Source: Research Report 92-04R.

Another way to look at success is to see how many Miami-Dade graduates began with test scores that were low enough to require college preparatory work in one or more areas. The table below shows that 45% of last year's graduating class entered the College academically underprepared. For A.S. graduates, about two-thirds required college preparatory work in some area, and about one-fourth had test scores that were high enough to allow them to bypass college preparatory work but not high enough to gain admission to the university system. Thus, Miami-Dade is preparing many students who otherwise would have no entry into higher education.

Entry-Level Skills of Associate Degree Recipients

	1989-90		1990-91		1991-92	
	Number	Percent	Number	Percent	Number	Percent
Associate in Arts Graduates						
University Eligible	853	26.0	1,056	28.2	895	24.3
Adequately Prepared	1,192	36.3	1,344	36.0	1,330	36.0
Academically Underprepared	1,241	37.7	1,337	35.8	1,463	39.7
Not Tested or Incomplete Scores	298		327		311	
Total A.A. Graduates	3,584	100.0	4,064	100.0	3,999	100.0
Associate in Science Graduates						
University Eligible	92	11.4	92	11.2	80	8.9
Adequately Prepared	234	29.0	228	27.9	211	23.6
Academically Underprepared	482	59.6	499	60.9	604	67.5
Not Tested or Incomplete Scores	143		132		164	
Total A.S. Graduates	951	100.0	951	100.0	1,059	100.0
All Associate Degree Graduates						
University Eligible	945	23.1	1,148	25.2	975	21.3
Adequately Prepared	1,426	34.8	1,572	34.5	1,541	33.6
Academically Underprepared	1,723	42.1	1,836	40.3	2,067	45.1
Not Tested or Incomplete Scores	441		459		475	
Total Associate Degree Graduates	4,535	100.0	5,015	100.0	5,058	100.0

Note: Academically underprepared students are below the placement score on one or more basic skills subject areas. Adequately prepared students are above the placement scores, but have not scored high enough to be considered university eligible. University eligible students are those who scored above the 65th percentile in all basic skills subject areas. Most of the graduates who were not tested transferred from another institution or entered prior to the requirement of entry-level test scores.
Source: Research Report 92-108.

Measures of Success

Follow-up of A.A. and A.S. Graduates

What happens to our graduates after they leave Miami-Dade? Do they continue their education? Are they able to find work related to their degrees? Traditionally, A.A. graduates are expected to transfer while A.S. graduates are expected to find jobs. This pattern generally holds true both at Miami-Dade and at all 28 community colleges in Florida. At Miami-Dade, 84% of the A.A. graduates located were found in public higher education in Florida the following year, a figure somewhat higher than that found for the state as a whole. Only 18% of A.S. graduates from Miami-Dade immediately continued their education; however, most (73%) found jobs in areas related to their degrees, a figure similar to the statewide average.

Miami-Dade A.A. graduates perform very well in the State University System. For those enrolled during 1991-92, 88% had a grade point average of 2.0 or better; the average was 2.78 compared to a native student GPA of 2.87 and a GPA of 2.81 for all community college A.A. graduates.

	Continuing in Florida Public Education System	Working in Field[1]	Total
A.A. Graduates			
Miami-Dade Community College	84%	16%	100%
All Florida Community Colleges	75%	25%	100%
A.S. Graduates			
Miami-Dade Community College	18%	73%	91%
All Florida Community Colleges	21%	74%	95%

[1]Some students working in field may also be enrolled in private institutions.

Source: Division of Community Colleges 1991-92.

Through the years with Miami-Dade Community College

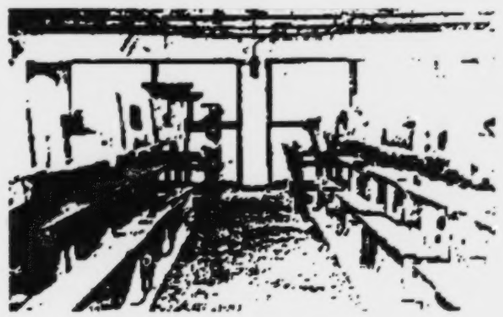
Founding Father

Colonel Mitchell Wolfson was the first Chairman of the Miami-Dade Community College Board of Trustees.

1957
Citizens Planning Committee for a community junior college appointed by the Board of Public Instruction

1960
Dade County Junior College begins operations in temporary facilities

1961
First Graduate



1962
Dr. Peter Masiko named President of Dade County Junior College

1963
North Campus First permanent building completed

1964
Site acquired for second campus in southwest Dade County.

South Campus begins operations in temporary facilities

1964
Administrative structure reorganized for multi-campus operation.

1965
Formal Accreditation Granted

1967
First building completed on South Campus

First extension center opened at Homestead Air Force Base

1968
Florida Legislature separates Community Colleges from Public School System.
Miami-Dade now governed by its own District Board of Trustees

1969
100,000th student enrolled

The construction area for the new Miami-Dade South campus was so large and so rough that contractors and overseers took to horseback to keep track of daily activities.

1970
Downtown campus begins operations in temporary quarters

1971
TV College offers first course

1971
Construction begins on a third campus in downtown Miami

1971
Allied Health Center opened at Mount Sinai

1972
InterAmerican Center in Little Havana opened

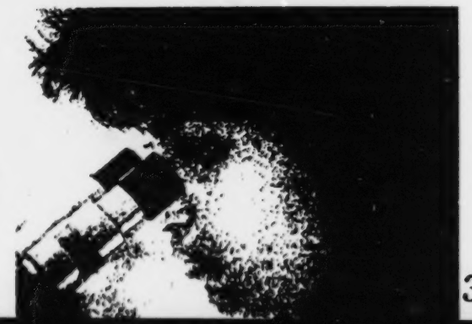
1973
College renamed Miami-Dade Community College

1973
Downtown campus begins operation in new facility

1975
College begins study of General Education

1975
Reaccreditation granted

1976
Medical Center Campus dedicated



1978
Beginning of Educational Reforms: Standards of Academic Progress implemented. Computerized Academic Alert and Advisement System begins.

1980
Computer generated Advisement & Graduation Information System (AGIS) reports available for students

1980
Dr. Robert H. McCabe named President of Miami-Dade Community College

1981
Placement Testing for entering students reinstated as a requirement

1981
Hialeah Center opened

1982
Emphasis on Excellence Program established

1984
Cutscores in place statewide for Exit Level Testing (CLAST)

Miami-Dade
COMMUNITY COLLEGE

1985
Reaccreditation granted

1985
First community college in the U.S. to have graduated 100,000 students

1985
Designated Number One Community College in America

1988
New World School of the Arts created

1992
Hurricane Andrew $13.0 million damages to campuses

1992
First 25 Endowed Teaching Chairs awarded

1989
Opened Liberty City Entrepreneurial Education Center

1985
500,000th credit student enrolls

1985
25th Anniversary

1986
Initiation of the College-wide Teaching/Learning Project

1986
Initiation of the College-wide Teaching/Learning Project

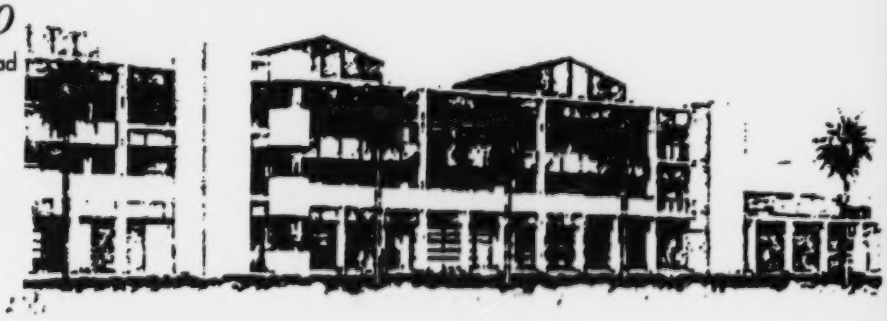
1992
Referendum passed - Endowment established

1988
New World School of the Arts created

1990
Opening of Bonnie P. McCabe Hall at Wolfson Campus - joint use by high school and College

1993
College received first Theodore M. Hesburgh Award

1990
Homestead Campus opened



1984
Downtown campus renamed Mitchell Wolfson New World Center Campus

If you think
education is expensive,
try ignorance.

Derek Curtis Bok

CLAST as a Measure of Success

The College-Level Academic Skills Test (CLAST) was developed by the state of Florida to determine the extent to which students have achieved the skills expected of them by the completion of their sophomore year. Anyone who wishes to receive an A.A. degree, bachelor's degree, or become certified to teach in the state of Florida must pass all sections. The CLAST consists of four subtests: reading, English language skills, mathematics, and an essay.

Students may take the test when they have completed 18 credits, including an English and mathematics course. Students who do not pass the test on the first attempt are allowed unlimited opportunities to retake it. In the 1991-92 academic year, about 81% of the 13,615 A.A. degree-seeking students who had earned at least 60 credits had also attempted the CLAST at least once.

About three-fourths of these test takers had also passed all four parts of the test. An additional 10% needed to pass only one more subtest. First-time performance on the test is not a good indicator of success on the CLAST. Only 43% of the group passed all four parts on the first attempt.

Students are most likely to have passed the essay subtest. About 91% of those with 60 credits have passed so far. About 87% have passed reading, English language skills, and mathematics subtests. Recent increases in the cutscores needed to pass the essay may soon change these results.

Cumulative GPA is related to CLAST performance. Almost 90% of the students who have a cumulative grade point average (GPA) of 3.0 or better have passed all four parts. By comparison, less than half of the group with GPAs of less than 2.0 have passed all parts.

CLAST Performance of 1991-92 Enrollees With 60 or More Credits Toward an A.A. Degree

	Passed First Time		Passed After One or More Retakes		Total Pass Rate	
Subtest	No.	Pct.	No.	Pct.	No.	Pct.
Reading	7,512	68.2	2,050	18.6	9,562	86.8
ELS	7,503	68.1	2,058	18.7	9,561	86.8
Computation	7,413	67.3	2,101	19.1	9,514	86.4
Essay	8,693	78.9	1,337	12.1	10,030	91.1
All 4	4,703	42.7	3,723	33.8	8,426	76.5

Percentage totals may not add due to rounding.
Source: TMR and AGIS files.

Pass Rates on All Four CLAST Subtests by GPA Range, 1991-92

		Passed First Time		Passed After One or More Retakes		Total Pass Rate	
GPA	N	No.	Pct.	No.	Pct.	No.	Pct.
3.0-4.0	3,749	2,169	57.9	1,137	30.3	3,306	88.2
2.0-2.99	6,954	2,463	35.4	2,522	36.3	4,985	71.7
0.0-1.99	308	71	23.1	64	20.8	135	43.8
Total	11,011	4,703	42.7	3,723	33.8	8,426	76.5

Percentage totals may not add due to rounding.
Source: TMR and AGIS files.

State Licensure Examination Pass Rates

Many programs require passing a state licensure examination before certification. At Miami-Dade, the two biggest programs requiring certification are Emergency Medical Technician (EMT) and Registered Nurse (RN). Overall, almost 90% of the Miami-Dade students required to take licensure examinations pass them. In every area, at least 80% of the test takers pass.

Miami-Dade exceeds state passing rates in three areas: Paramedic, Emergency Medical Technician, and Fire Fighter. Miami-Dade pass rates are similar to state pass rates for Dental Hygienist. In the area of Funeral Director/Embalmer, the Miami-Dade rate is identical to the state's since the College prepares all funeral directors statewide. College pass rates fall below those for the state in the areas of Physical Therapist Assistant, Registered Nurse and Respiratory Care Technician.

Title	State Test Takers	State Pass Rate	College Test Takers	College Pass Rate
Dental Hygienist	264	91.7%	45	91.1%
Emergency Medical Technician	3,164	86.0%	272	96.0%
Fire Fighter	624	85.0%	95	94.0%
Funeral Director/Embalmer	21	85.7%	21	85.7%
Paramedic	692	81.0%	55	86.0%
Physical Therapist Assistant	125	95.2%	49	87.8%
Registered Nurse	2,571	92.2%	267	82.8%
Respiratory Care Technician	164	90.9%	20	80.0%

Licensure Test Period: 7/91 - 6/92.
Source: Division of Community Colleges 1991-92.

Impact of Miami-Dade Community College

As an Economic Contributor to the Dade County Economy

■ Miami-Dade is the county's fourth largest public sector employer and eleventh largest among all employers, public and private. (Beacon Council, 1991)

■ 4,500 graduates from Miami-Dade's past two graduating classes were found employed in Dade County. Over 1,000 held health-related jobs.

■ Using conservative estimates, the College has an impact of over $620 million per year on the Dade County economy.

■ Over $211 million in funds is added directly through revenue from students who move to Dade County to attend Miami-Dade, faculty and staff salaries, and College purchases.

Annual Economic Impact of Miami-Dade	
Direct Expenditures	$217.6 M
Secondary Effects	$372.5 M
Value of Education	$ 36.5 M
Total Impact	$620.6 M

Source: Research Report 91-10R

■ Over $372 million in funds is added indirectly as individuals and businesses receiving the funds directly spend them again.

■ About 20,000 jobs have been created by Miami-Dade's presence.

■ Over $36 million is added to the local economy because of the increased wages earned from the education provided by Miami-Dade Community College.

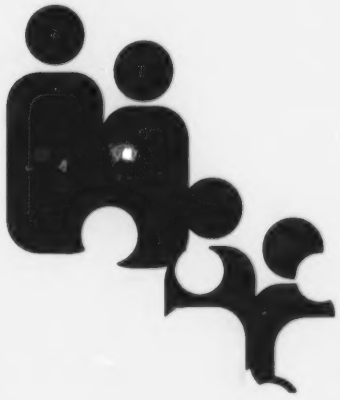
Impact of Miami-Dade Community College

As a Source of Further Education for the Community

■ Over 75% of the Dade County public high school graduates attend Miami-Dade if they choose to go to college in the Florida public education system.

■ A random phone survey conducted in 1992 revealed that over 20% of registered voters had at least one member of the household with a degree from Miami-Dade. By ethnic group, the percentages were: Black non-Hispanic, 16%; White non-Hispanic, 21%; Hispanic, 30%.

■ During any given year, approximately one out of six families in Dade County has a family member enrolled at Miami-Dade in either credit or non-credit courses.



As a Feeder to Other Higher Education Systems

■ In Fall 1991, one in seven (or 14%) of the juniors and seniors in the entire State University System came from Miami-Dade.

■ In the past 10 years, about 85,000 Miami-Dade students have also enrolled in the State University System. In addition, almost 25,000 have enrolled locally at the University of Miami.

■ In the past 10 years, over 37,000 bachelor's degrees have been awarded to students in the State University System or the University of Miami who also attended Miami-Dade Community College.

Perceptions of the College

National Recognition

In the past ten years, Miami-Dade has received two national awards that indicate the high regard in which the College is held.

In 1993, the College was the first recipient of the annual Theodore M. Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching, sponsored by TIAA-CREF. The award carried a stipend of $25,000 and was awarded based on the College's Teaching/Learning Project. In addition to Miami-Dade as the first-place winner, six other institutions were recognized with certificates of excellence Heritage College, New York University, Seattle University, Syracuse University, University of Washington, and Virginia Union University, all four-year institutions.

In 1984, two researchers, John E. Roueche and George A. Baker III, received a grant to study excellence in community colleges. As the first step in the process, they assembled a panel of 14 authorities on the community college to nominate the top five institutions. Miami-Dade was the first choice of twelve of the fourteen panel members. In addition, it ranked first by a wide margin, receiving 65 points while the second place institution received only 18. Roueche and Baker decided to focus their study solely on Miami-Dade. The result was a book entitled Access and Excellence: *The Open-Door College*, published in 1987 by The Community College Press.

Community Perceptions

Miami-Dade Community College depends on the support of the community. In 1992, a random phone survey of Dade County voters was conducted to assess the extent of support for the College within the community. A strong majority of voters surveyed had a favorable opinion of the College, and thought it was very important to the welfare of their families and their community. The results, by ethnicity, are presented below.

But more telling than words are actions. On September 8, 1992, only two weeks after Hurricane Andrew, Dade County voters went to the polls and approved — by a margin of two-to-one — a referendum to provide the College with additional funding from a two-year, 0.75 mill ad valorem property tax.

Opinion of Miami-Dade is favorable	Miami-Dade is extremely or very important to immediate family	Miami-Dade is extremely or very important to economic welfare of our community
White non-Hispanic 78%	White non-Hispanic 64%	White non-Hispanic 93%
Black non-Hispanic 72%	Black non-Hispanic 73%	Black non-Hispanic 88%
Hispanic 70%	Hispanic 64%	Hispanic 89%

Perceptions of Students Ready to Graduate from Miami-Dade

Surely the group that knows the College most intimately are students who have attended over a number of terms, experiencing many different courses and teachers. Miami-Dade has recently begun to ask students at the point that they apply for graduation to complete a survey on their perceptions and experiences.

In one part of the survey, students were first asked to rate their satisfaction with their current ability levels in a variety of areas. They were then asked how much they think Miami-Dade helped them reach their current ability level. The following shows that students are satisfied with their ability levels and believe that College was very instrumental in helping them reach those levels.

Area	Satisfied or Very Satisfied	Miami-Dade Much/Great Help
Ability to write effectively	77%	71%
Ability to think critically	83%	68%
Ability to read and understand college-level material	85%	70%
Ability to speak and present information orally	69%	70%

In addition, 87% rated the overall quality of instruction as "excellent" or "good". When asked if they felt that faculty cared about their progress and wanted them to succeed, 55% felt that way most of the time and 90% felt that way sometimes or most of the time. Respondents were somewhat less positive about other personnel they encountered at the College. Only 40% felt other personnel cared about their progress and wanted them to succeed most of the time while 79% felt that way sometimes or most of the time.

Institutional Resources: The Place

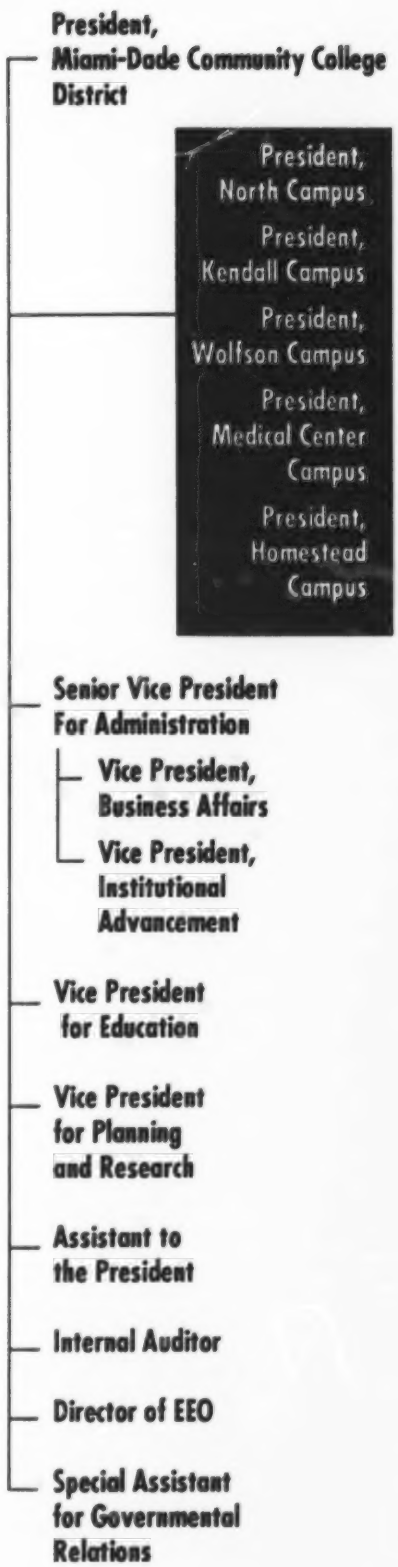
College Organization and District Operations

College-wide operations are divided into the areas of administration, business affairs, institutional advancement, education, and planning and research, each headed by a vice-president. The following organizational charts provide further details on the functions of each area. Though district personnel are scattered across the College's five campuses, the district president and vice-presidents are located on the downtown Wolfson Campus.

College-wide functions assigned to district include human resources, computer services, institutional research, purchasing, facilities management, and institutional development. District offices also provide a College-wide coordinative function for the areas of academic affairs, student services, and occupational education.

In most instances, however, each campus has autonomy in shaping its presence and expending funds. Each of the five Miami-Dade campuses is headed by a campus president who is in charge of daily operations, and each campus president has organized his or her staff in a somewhat different way to meet the unique needs of the service area.

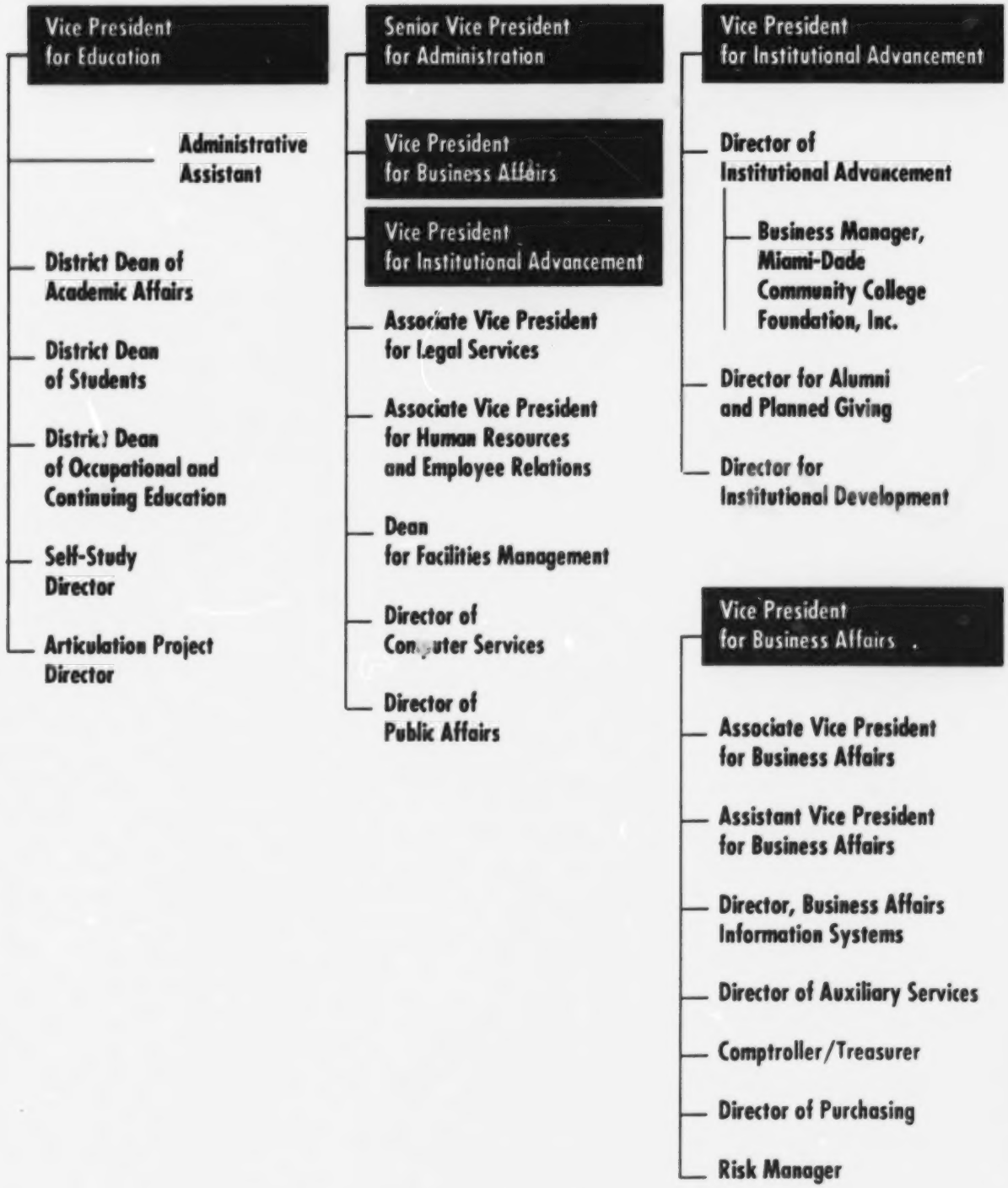
The campuses are located across Dade County. The distance between the most northern and the most southern campus is 45 miles. In addition, most of the campuses have outreach centers in service areas that are somewhat distant from the campus.



District President:
Robert H. McCabe

Address:
300 Northeast Second Avenue
Miami, Florida 33132

Institutional Resources: The Place


Vice President for Education
Administrative Assistant
District Dean of Academic Affairs
District Dean of Students
District Dean of Occupational and Continuing Education
Self-Study Director
Articulation Project Director
Senior Vice President for Administration
Vice President for Business Affairs
Vice President for Institutional Advancement
Associate Vice President for Legal Services
Associate Vice President for Human Resources and Employee Relations
Dean for Facilities Management
Director of Computer Services
Director of Public Affairs
Vice President for Institutional Advancement
Director of Institutional Advancement
Business Manager, Miami-Dade Community College Foundation, Inc.
Director for Alumni and Planned Giving
Director for Institutional Development
Vice President for Business Affairs
Associate Vice President for Business Affairs
Assistant Vice President for Business Affairs
Director, Business Affairs Information Systems
Director of Auxiliary Services
Comptroller/Treasurer
Director of Purchasing
Risk Manager

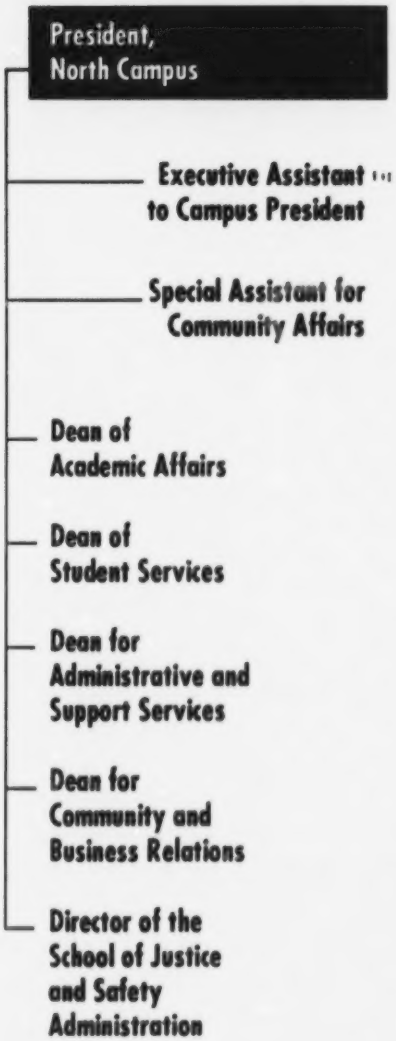
Institutional Resources: The Place

North Campus

North Campus, located on a 245-acre site in the Opa-Locka area of Dade County, is the College's oldest campus. North Campus personnel are fond of pointing out that "it all began here".

North Campus offers more occupational and technical programs than any other campus. Most of Dade County's police and fire safety personnel are trained here. It houses the only program for funeral directors in the state. Its commercial and graphic arts programs are recognized as the most comprehensive and best equipped in the county. Recently, a program in film production technology was developed to support the fledgling South Florida film industry.

In Fall 1992, North Campus enrolled 16,330 credit students or 30% of the total student body at Miami-Dade. A majority were women (58%) and part-timers (61%). About one-fourth were over 30 years of age. Because of its location, North Campus has offered a ready access point to higher education for many minority students. In Fall 1992, a majority of North Campus students were minorities - 44% were Hispanic and 39% were Black non-Hispanic. Most new students arrived academically underprepared (69%) or needed to start with English-as-a-Second-Language (ESL) courses (13%).


President, North Campus
Executive Assistant to Campus President
Special Assistant for Community Affairs
Dean of Academic Affairs
Dean of Student Services
Dean for Administrative and Support Services
Dean for Community and Business Relations
Director of the School of Justice and Safety Administration

Campus President:
J. Terence Kelly

Address:
11380 Northwest 27th Avenue
Miami, Florida 33167

Outreach Centers:

Hialeah Center
1780 West 49th Street
Miami, Florida 33012

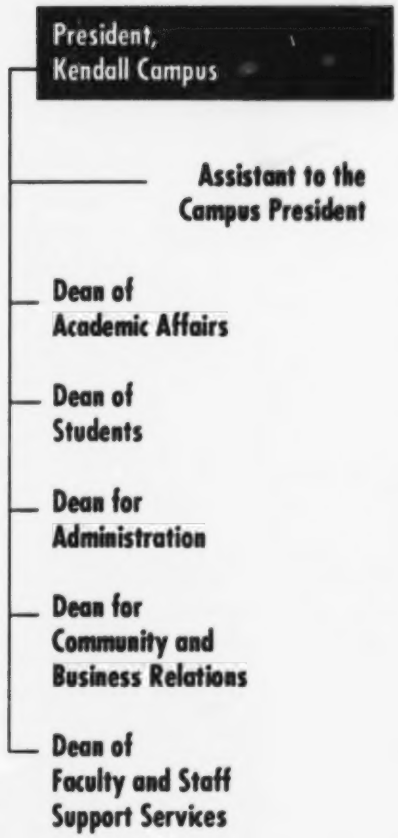
Liberty City Entrepreneurial Center
6300 Northwest Seventh Avenue
Miami, Florida 33127

Kendall Campus

Kendall Campus occupies a 185-acre site in the suburban Kendall area of Dade County. From its opening in temporary quarters in 1965 with under 1500 students, the campus has grown to serve the greatest number of Miami-Dade students and has the largest square footage of any of the five campuses.

Program offerings on the Kendall Campus cover an impressive array of courses that fit within nearly 90 academic majors. Most students attending Kendall Campus are seeking an A.A. degree, and the transfer rate to four-year institutions is particularly high for Kendall Campus A.A. graduates.

In Fall 1992, Kendall Campus enrolled 20,339 credit students or 38% of the College-wide total. This was a decline of almost 1,500 students (or 7%) compared to the prior Fall and was due directly to the effects of Hurricane Andrew. Kendall students are younger than those on the other campuses; only 16% are over 30. Slightly more than half (55%) are women. In numbers, more Hispanics attend Kendall Campus than any other, and they represent 66% of the campus enrollment. An additional 8% are Black non-Hispanic. Like other campuses, a majority (63%) attend part-time. Compared to other campuses, more students arrive academically prepared for college-level work. Still, 62% need college preparatory work in at least one area, and 4% begin in English-as-a-Second-Language (ESL) courses.



Campus President:
William M. Stokes

Address:
11011 Southwest 104th Street
Miami, Florida 33176

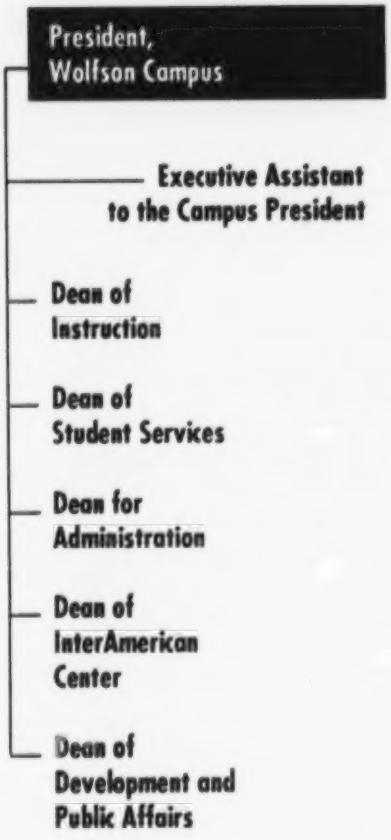
Institutional Resources: The Place

Wolfson Campus

Wolfson Campus occupies a 9-acre site in the heart of downtown Miami and is the only urban campus in the Greater Miami area. Since opening its doors in temporary quarters in 1970, it has served as the main source of further education for immigrants and refugees arriving in Dade County. Wolfson Campus has the largest bilingual education program in the country with classes at the College's outreach center in Little Havana. The atmosphere of Wolfson Campus is cosmopolitan and international.

The campus has become known for its literary and artistic offerings. The New World School of the Arts, a joint program with the Dade County Public Schools and Florida International University, is housed on the campus. Miami Book Fair International, the largest literary event in the nation, occurs here. Wolfson Campus provides a full range of professional programs including business, architecture, and the sciences, and the only Legal Assistant program in Dade County that is approved by the American Bar Association.

In Fall 1992, Wolfson Campus enrolled 12,322 credit students or 23% of the College-wide enrollment. Most students were female (59%) and part-timers (65%). About 28% were over 30 years of age. Wolfson has traditionally had the highest percentage of students who are Hispanic – 69% in Fall 1992. An additional 14% were Black non-Hispanic. Wolfson has a thriving English as a Second Language program, and 22% of new students began in ESL. An additional 61% tested as academically underprepared in at least one area.


President, Wolfson Campus
Executive Assistant to the Campus President
Dean of Instruction
Dean of Student Services
Dean for Administration
Dean of InterAmerican Center
Dean of Development and Public Affairs

Campus President:
Eduardo J. Padron

Address:
300 Northeast Second Avenue
Miami, Florida 33132

Outreach Center:

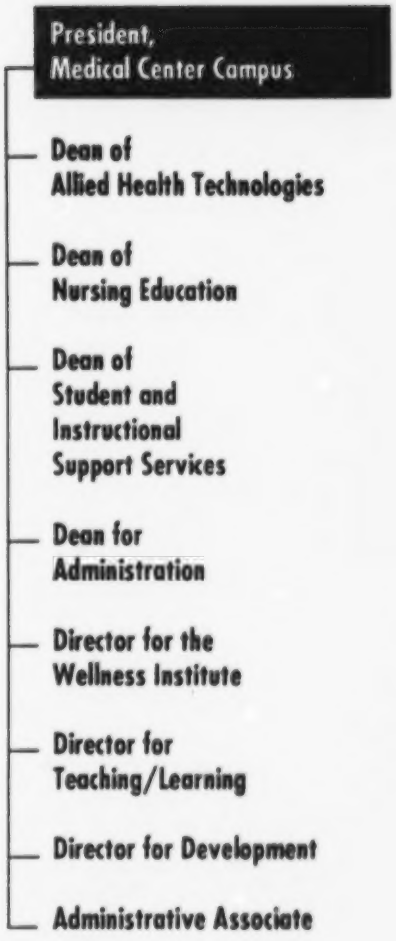
InterAmerican Center
627 Southwest 27th Avenue
Miami, Florida 33135

Medical Center Campus

The Medical Center Campus, designated as such in July 1974, is located on an 8.8 acre site in Dade County's mid-town medical complex. Since 1965, the College has provided health care professionals who serve in key positions in Dade County and beyond.

Traditionally, most students at Medical Center Campus are seeking A.S. degrees in Nursing or Allied Health programs. Recently, however, the campus has added a number of certificate programs that can quickly place students in jobs. Both the technical and general education requirements for all A.S. and certificate programs are offered at the campus. A community outreach effort is underway to serve the economically disadvantaged residents of the adjacent neighborhoods.

In Fall 1992, 3,792 credit students or 7% of the total student body enrolled at the Medical Center Campus. Medical Center Campus has the highest proportion of women (70%) of any campus and the oldest student body (40% over the age of 30). Medical Center has a tri-ethnic mix: 38% Black non-Hispanic, 35% Hispanic, and 25% White non-Hispanic students. More new students on Medical Center arrive unprepared for college-level work than on any other campus; 75% test below the cutscore on one or more areas of basic skills and an additional 10% need to begin in ESL (English-as-a-Second Language) courses.



Campus President:
Tessa Martinez Pollack

Address:
950 Northwest 20th Street
Miami, Florida 33127

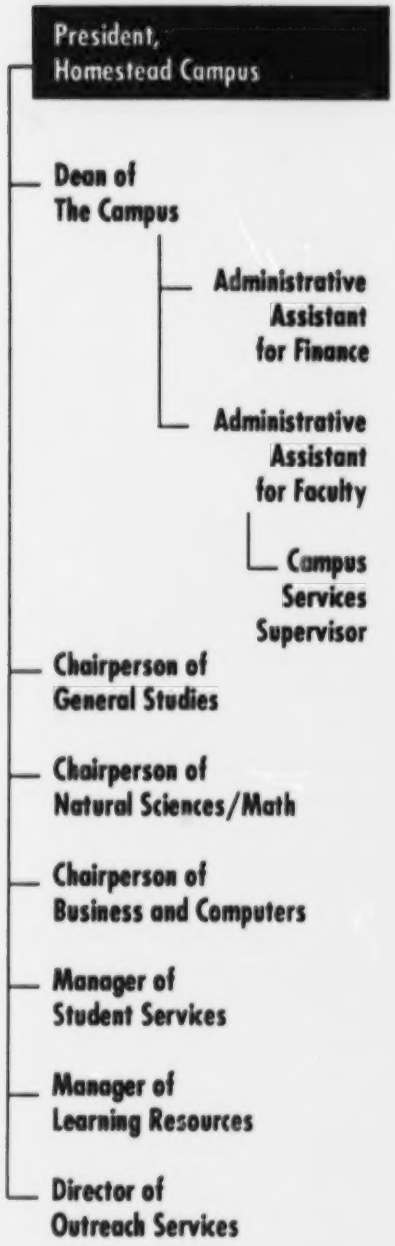
Institutional Resources: The Place

Homestead Campus

Homestead opened its doors as the fifth and newest campus in the Fall of 1990. Located in the redevelopment area of the city of Homestead, the campus provides educational access to the population living in the most southern end of Dade County.

The campus was housed in a former bank building and nine portable buildings at the time that Hurricane Andrew struck. When the hurricane left, only the main building remained. Yet groundbreaking took place this year for a state-of-the-art educational center. The campus is planned as a comprehensive campus and will be developed in four phases over a ten-year period, with the groundbreaking initiating phase two.

Homestead's Fall 1992 enrollment of 900 students represents a loss of 1,146 students or 56% of its prior year Fall enrollment. Of those who enrolled, 63% were female and 22% were over the age of 30. This was a marked change from the prior Fall when Homestead Air Force Base still stood. In Fall 1992, almost half (48%) of the students were White non-Hispanic. Of the remainder, 30% were Hispanic and 19% were Black non-Hispanic. Two-thirds were attending part-time. About 70% of the new enrollees were academically underprepared and tested below the cutscore on one or more areas of the basic skills test.



Campus President:
Roy G. Phillips

500 College Terrace
Homestead, Florida 33030

Institutional Resources: The People

A Profile

Miami-Dade Community College currently employs over 2,500 people on a full-time basis. Over half serve in classified and support staff roles. The next largest group is faculty who comprise 35% of full-time employees. The administrative group is the smallest; 11% are classified as professionals and 2% as executive managerial.

Only 46 % of Miami-Dade employees are White non-Hispanic. Hispanics make up 29% of the employees, and Black non-Hispanics make up 24%. About two-thirds of faculty and executive administrators, however, are White non-Hispanic.

Slightly more than half (54%) of full-time employees are female. Again, faculty and executive administrators are more likely to be male, while professional and classified staff are more likely to be female.

One possible reason for the differences in ethnicity and gender is that faculty and executive administrators are older and more likely to reflect the former composition of the College. At least 45% of faculty and administrators are over the age of 50 compared to 19% of professionals and 28% of classified and support staff.

In fact, in less than five years, one in every eight members of the faculty and administration will reach the point of retirement with full benefits. Many of this group may already have reached this 30-year point. In ten years, turnover in more than one-third of faculty and administrator positions may occur due to retirement. Overall, however, more than half of employees have ten years of service or less at the College. Nevertheless, people hired by the College generally tend to remain and accumulate many years of service.

The faculty who have been recruited to the College are highly credentialed. About 95% of current faculty hold advanced degrees and 23% have doctorates. As faculty retire and others are recruited, it will be interesting to see if the number who hold doctoral degrees changes. The College encourages faculty to obtain doctoral degrees. Additional money is given to those who attain doctorates, and some tuition reimbursement is available to those pursuing further education.

Institutional Resources: The People

Demographic Characteristics of Miami-Dade Employees

Employee Category	White non-Hispanic		Hispanic		Black non-Hispanic		Other		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Faculty	605	66.3	175	19.2	124	13.6	9	1.0	913	100.0
Executive Administrative Managerial	35	72.9	5	10.4	8	16.7	0	0.0	48	100.0
Professional Non-Faculty	154	54.4	78	27.6	47	16.6	4	1.4	283	100.0
Classified-Staff	382	28.7	496	37.2	433	32.5	21	1.6	1,332	100.0
Total	1,176	45.7	754	29.3	612	23.8	34	1.3	2,576	100.0

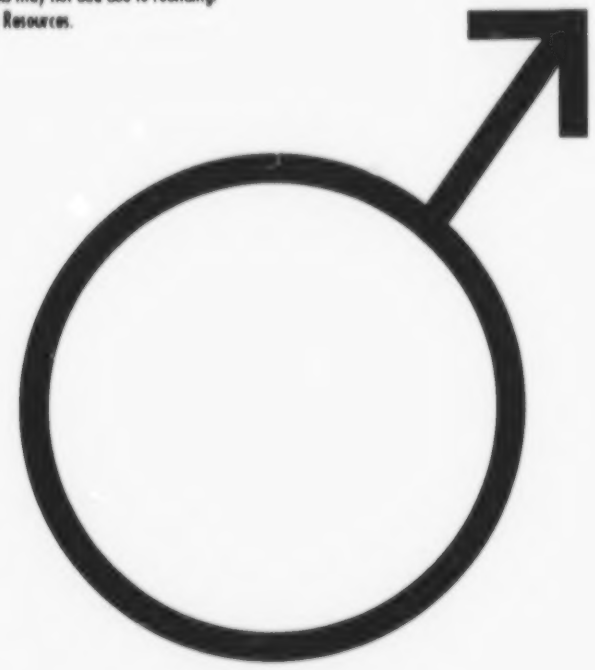
Percentage totals may not add due to rounding.
Source: Human Resources.

Institutional Resources: The People

Miami-Dade Employees by Gender

Employee Category	Female		Male		Total	
	No.	Pct.	No.	Pct.	No.	Pct.
Faculty	419	45.9	494	54.1	913	100.0
Executive Administrative Managerial	17	35.4	31	64.6	48	100.0
Professional Non-Faculty	146	51.6	137	48.4	283	100.0
Classified-Staff	814	61.1	518	38.9	1,332	100.0
Total	1,396	54.2	1,180	45.8	2,576	100.0

Percentage totals may not add due to rounding.
Source: Human Resources.



Age of Miami-Dade Employees by Category

Age	Faculty		Executive Administrative Managerial		Professional Non-Faculty		Classified-Staff		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
17-20	0	0.0	0	0.0	0	0.0	3	0.2	3	0.1
21-30	21	2.3	0	0.0	10	3.5	236	17.7	267	10.4
31-40	144	15.8	1	2.1	79	27.9	375	28.2	599	23.3
41-50	339	37.1	19	39.6	131	46.3	348	26.1	837	32.5
51-60	290	31.8	19	39.6	50	17.7	253	19.0	612	23.8
61+	119	13.0	9	18.8	13	4.6	117	8.8	258	10.0
Total	913	100.0	48	100.0	283	100	1,332	100.0	2,576	100.0

Percentage totals may not add due to rounding.
Source: Human Resources.

Miami-Dade Employees' Years of Service by Category

Years	Faculty		Executive Administrative Managerial		Professional Non-Faculty		Classified-Staff		Total	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
<1	30	3.3	0	0.0	14	4.9	137	10.3	181	7.0
1-5	209	22.9	10	20.8	104	36.7	439	33.0	762	29.6
6-10	103	11.3	1	2.1	52	18.4	257	19.3	413	16.0
11-15	138	15.1	9	18.8	47	16.6	253	19.0	447	17.4
16-20	117	12.8	5	10.4	30	10.6	141	10.6	293	11.4
21-25	199	21.8	17	35.4	24	8.5	85	6.4	325	12.6
26+	117	12.8	6	12.5	12	4.2	20	1.5	155	6.0
Total	913	100.0	48	100.0	283	100.0	1,332	100.0	2,576	100.0

Percentage totals may not add due to rounding.
Source: Human Resources.

Degrees Held by Faculty

Highest Degree	Number	Percent
Doctorate	211	23.1
Masters	656	71.9
Bachelors or Less	46	5.0
Total	913	100.0

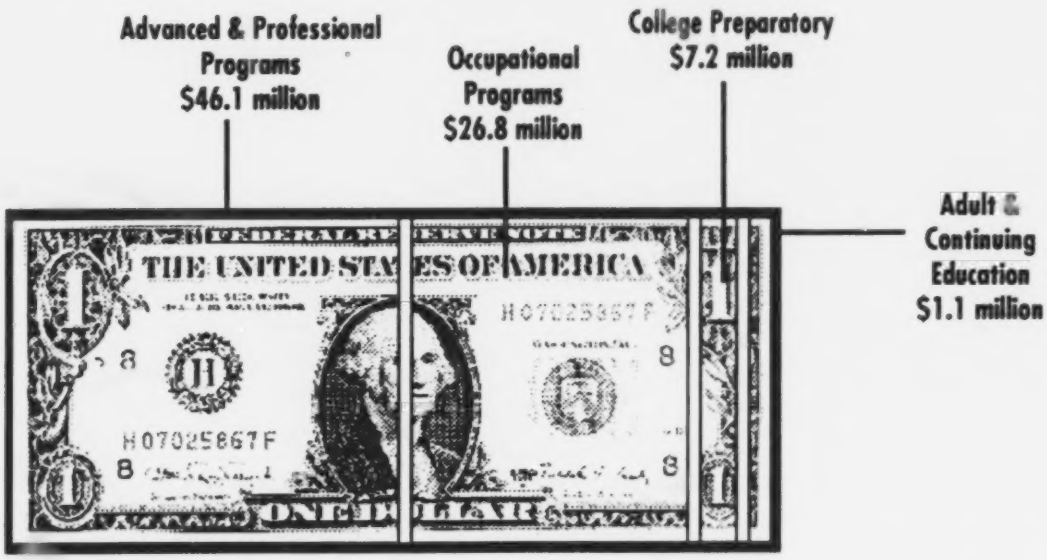
Percentage totals may not add due to rounding.
Source: Human Resources.

Institutional Resources: The Money

The Budget

Over the years the College's operating budget has grown to an annual total exceeding $150 million. Until recently almost all of these funds have been derived from a combination of state support (general revenue plus lottery) and student fees. Starting in mid-1992/93 a new star has risen in the College's financial firmament: an annual addition of approximately $9 million of income from the Community Endowment. Established from the proceeds of a two-year, three-quarter mill property tax overwhelmingly approved by the citizens of Dade County via a referendum in September 1992, the Community Endowment will provide the College a margin of excellence for at least the next twenty years.

Instructional Expenditures: $81.2 million


Advanced & Professional Programs $46.1 million
Occupational Programs $26.8 million
College Preparatory $7.2 million
Adult & Continuing Education $1.1 million
THE UNITED STATES OF AMERICA
H07025867F
ONE DOLLAR

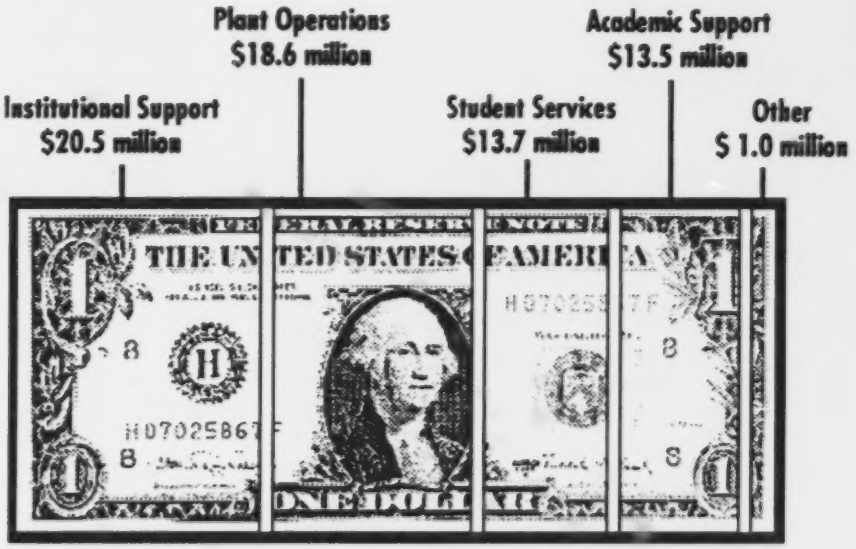
Source: District Office of Planning and Research.

How the Money is Used

With regard to percentage of total expenditure devoted to direct instruction, Miami-Dade Community College ranks fifth highest among Florida's 28 community colleges. Statewide, an average of approximately 51% of the budget goes to instruction; at Miami-Dade the figure is almost 55%. In rough proportions, a bit more than half of the College's instructional expenditures are allocated to college-transfer programs; about a third to occupational programs, and the balance to college preparatory and adult education.

Since Miami-Dade ranks fifth highest in percentage of total expenditures devoted to instruction, it follows that the College ranks fifth lowest in percentage of expenditures consumed by support activities–a remarkable accomplishment

Support Expenditures: $67.3 million



Source: District Office of Planning and Research.

in view of the College's size and complexity and its location in an area having one of the nation's highest cost-of-living indices. But even this understates the true cost effectiveness of College operations. For example, more than 40% of support expenditures are devoted to Academic and Student Support, which in combination with direct instruction means that almost three-quarters of total expenditures are allocated to the provision of educational services. Operation and Maintenance of Plant requires another $18.6 million annually, which includes more than $2 million for security, a demand exceeded at no other college or university in Florida and by very few anywhere across the nation. Finally, with regard to percentage of total expenditures allocated to Institutional Support, the component containing all of (but much more than) those expenses legitimately identified as "administrative overhead," the College ranks second best in the state (i.e., 27th out of 28 community colleges).

Adequacy of the Budget

Every analysis of revenue is subject to multiple interpretations and frequently quite a bit of gainsaying relative to what is comparable and what is not, what is properly included (excluded) and what is not, and so on. However, one fact is clear: "You can't spend what you don't have." The best way to measure the adequacy of an institution's funding is in terms of its ability to spend, specifically its total operating expenditures per full-time equivalent student (FTE).

Across the last two decades, total expenditures per FTE at Miami-Dade Community College have essentially tripled. At first blush, this would seem a very positive indication. However, growth in the dollars per FTE, which averaged 10% per year during the first decade, fell to half that during the

second decade, and there was an actual decrease of $208 per FTE or 6% during the last two years. Even more telling is the 20-year record against inflation. In constant (1971) dollars, total expenditures per FTE have fallen behind inflation by 15% or $178 per FTE. Since the College currently serves more than 45,000 FTE students per year, the aggregate impact is a loss to inflation of more than $8 million.

Changes in the Full Cost of Instruction

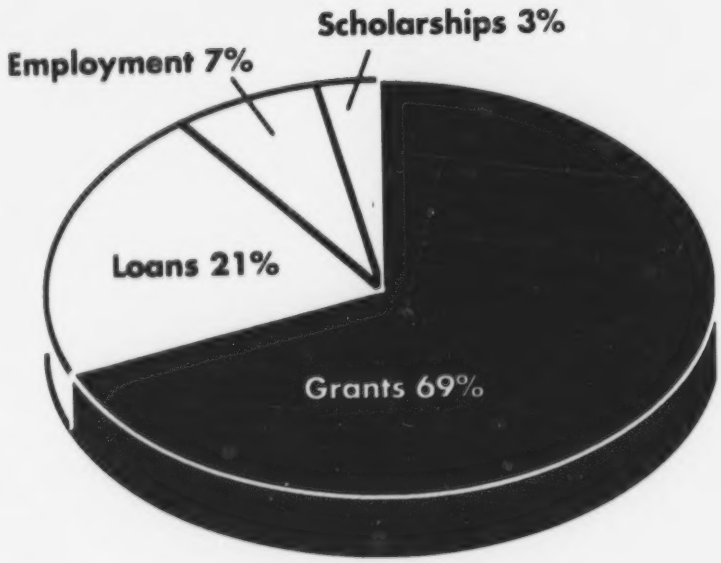
	Expenditures Per FTE	
Academic Year	Current Dollars	Constant Dollars[1]
1971-72	1154.84	1154.84
1972-73	1282.10	1214.11
1973-74	1253.10	1126.92
1974-75	1287.51	1081.11
1975-76	1409.36	1091.72
1976-77	1515.59	1101.32
1977-78	1638.00	1117.62
1978-79	1758.60	1124.57
1979-80	1954.80	1160.66
1980-81	2069.10	1117.86
1981-82	2307.60	1125.19
1982-83	2550.60	1136.81
1983-84	2760.30	1156.28
1984-85	2952.90	1181.43
1985-86	3155.40	1196.63
1986-87	3188.10	1155.86
1987-88	3471.30	1208.97
1988-89	3622.80	1207.40
1989-90	3680.40	1159.36
1990-91	3587.00	1067.99
1991-92	3472.00	981.72

[1]Based on the Higher Education Price Index.
Source: Cost Analysis Files.

Institutional Resources: The Money

Financial Aid to Students

In 1991/92 Miami-Dade distributed more than $45 million in financial aid to more than 41,000 students. About 70% of the aid was in the form of grants and scholarships; about 20% was in loans, and the balance was in college work/study. Most (86.6%) of the funds for financial aid came from the federal government; another 5.6% came from the state, and the remainder (7.8%) came from private contributions to the College. By 1993/94, recent changes in applicable federal regulations are expected to increase the totals at Miami-Dade to approximately $65 million in financial aid to approximately 45,000 students.



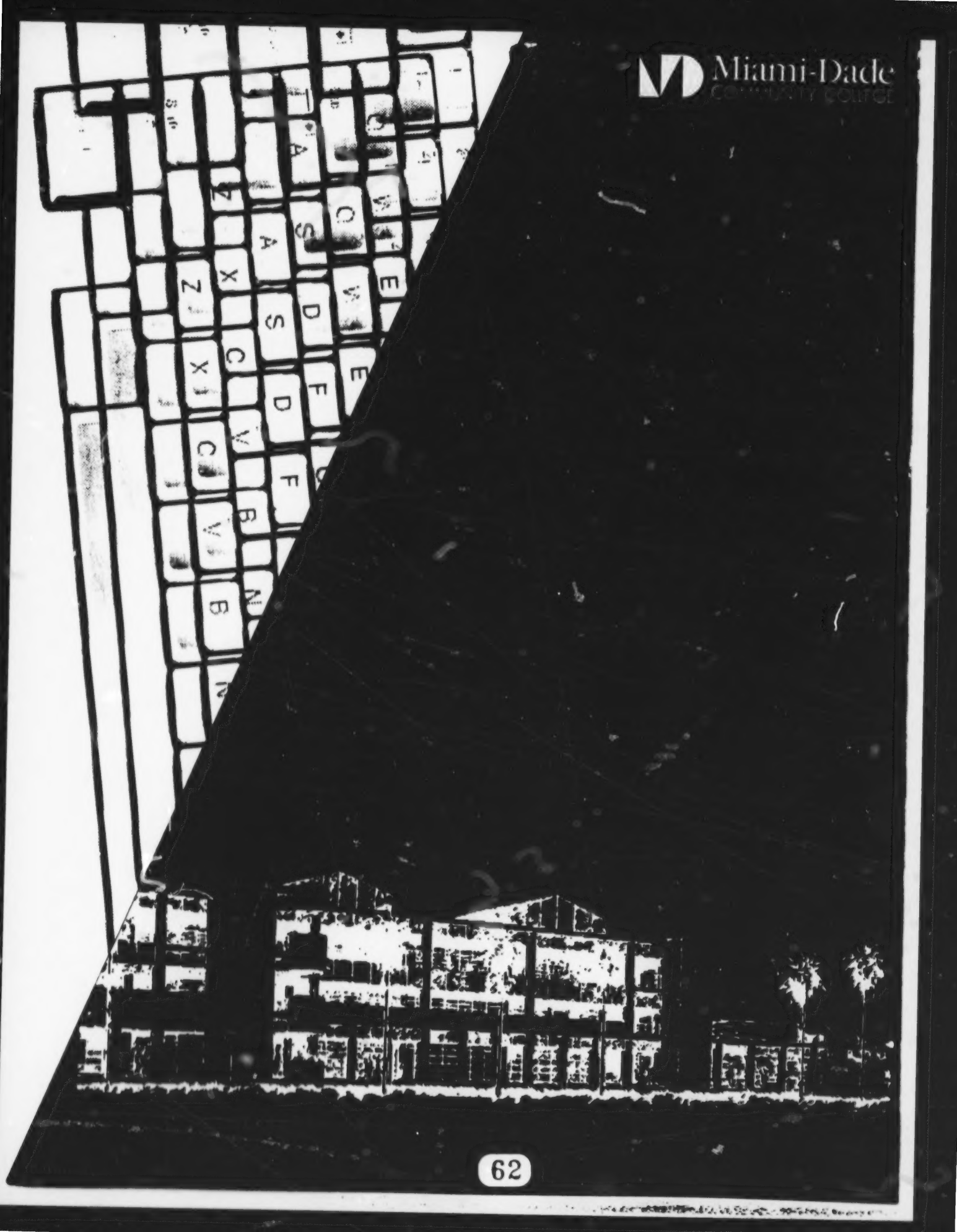
Source: District Office of Student Financial Assistance.

The Foundation

Miami-Dade Community College Foundation, Incorporated, serves as both solicitor and steward of private contributions to support the College. According to the Community, Technical, and Junior College Times (June 2, 1993), in 1991 the Miami-Dade Foundation received more private donations (over $4.5 million) than any other community college foundation in the nation.

Currently, the Foundation manages an endowment of more than $170 million. The major components of the endowment include: (1) A trust fund bequeathed to the College by the late Colonel Mitchell Wolfson, the College's first Board Chairman, (2) the Community Endowment described previously, and (3) the Margin of Excellence Endowment, which is expected to have completed the establishment of 100 Endowed Teaching Chairs by the Fall of 1993.

In a typical year, approximately half of the funds expended by the Foundation on behalf of the College are used for student financial aid, with the balance going to program support activities. Through adroit investment of its assets, the Foundation is also able periodically to provide invaluable assistance in certain capital outlay projects undertaken by the College. In this "bridge financing" plan, the Foundation purchases a desired building or parcel of land and holds it until state funds become available for the College to buy it back from the Foundation. An intervening lease-purchase arrangement permits full use of the property by the College in the meantime and reimburses all expenses incurred by the Foundation.


Miami-Dade
COMMUNITY COLLEGE